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ABSTRACT

During the first half of the 1988-89 school year, the Chapter 1 Prekindergarten Program of the School District of the City of Saginaw, Michigan, screened 488 children and served 446. Process evaluation data on cognitive, psychomotor, parent participation, education, language development, and scheduling activities in 13 classrooms revealed that: (1) except for grouping and regrouping, activities to meet daily objectives were taking place; (2) a record of parent participation was maintained in all sites; (3) labels were posted on objects throughout classrooms to help children recognize words; (4) language-related displays, such as lists and experience stories, were readily apparent in each classroom; (5) teachers varied widely in their employment of language production and enhancement techniques; (6) a review of "pat" phrases used by teachers indicated that affective as well as cognitive and psychomotor activities were taking place; and (7) wide variation in methods used to schedule center-to-center free play was observed. Findings indicated that while some areas needed improvement, the program was generally operating as planned. Recommendations for program improvement are offered. Two appendices provide the number of participants by building and the prekindergarten activity observation checklist. (RH)

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EVALUATION REPORT

PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT

1988-89

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Saginaw Public Schools

Saginaw, Michigan

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PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT

1988-89

An Approved Report of the
DIVISION OF ADMINISTRATION AND PERSONNEL
Department of Evaluation, Testing, and Research

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April, 1989

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INTRODUCTION

Saginaw's Prekindergarten Program is currently in its nineteenth year of operation. The program is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. Most of the children come from the inner city and lack the backgrounds which would provide them with the skills needed to be successful in kindergarten.

By January 30, 1988, 488 children had been screened using the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) which was individually administered. Although 488 were screened during the first semester, 446 actually were served by the program.* Any student who received a raw score of 19 or below was selected to participate in the program initially and those scoring higher were granted entry on the basis of need (the next most needy score) at the conclusion of the general screening. This year, the program operated in 13 elementary buildings. The staff consists of a staff supervisor, 13 teachers, 14 teacher aides, and a secretary.

*See Appendix A for a count of participants by building.

PROCESS EVALUATION PROCEDURES

The process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The evaluation results also assist decision makers responsible for the program with information relative to its operation. By reviewing midyear data, it is possible to identify overall program strengths and weaknesses that might influence program outcomes.

This year the process evaluation consisted of a half-day classroom observation in each teacher's classroom. The classroom observations were made to determine if cognitive, psychomotor, and parent participation/education activities proposed by the program were being carried out. In addition, classroom practices and teacher behaviors to encourage language behavior of pupils were explored.

The classroom observations were scheduled for the first two full weeks of February, 1989 (February 7-16). One of four evaluators conducted each observation using the Chapter 1 Prekindergarten Activity Checklist (see Appendix B for copy). Evaluators were trained in the use of the checklist and inserviced over the various components of the prekindergarten program to help ensure consistency of the observations at the various sites.

PRESENTATION AND ANALYSIS OF PROCESS FINDINGS

One entire classroom session for each of the thirteen prekindergarten teachers was observed from February 7-20, 1989. Four evaluators were involved in conducting the half-day observations using the Chapter 1 Prekindergarten Activity Observation Checklist (see Appendix B for a copy). The primary focus of the observation was to determine if program activities related directly to cognitive, psychomotor, and parent participation/education product objectives were being provided. The other focus of the observations was the three language observational items related to labels on objects, language related displays, and language production/enhancement techniques employed by the preschool teachers.

Each evaluator spent an average of 161 minutes observing in each classroom. There were between 10 to 19 pupils in attendance per classroom observed with the modal number of children being 15. Nine of the thirteen teachers (69.2%) had at least one parent helping out in the classroom and two rooms had three parents helping the classroom teacher and aide.

The tabulated results are presented below.

Cognitive, Psychomotor, and Parent Participation/Education Activities

The first two pages of the observation instrument dealt specifically with objectives 1-16. The results of the observation related to these cognitive, psychomotor, and parent participation/education objectives are presented in Table 1 below.

TABLE 1. NUMBER AND PERCENT OF CHAPTER 1 PREKINDERGARTEN ACTIVITIES OBSERVED DURING FEBRUARY, 1989 CLASSROOM OBSERVATIONS.

Objective	Activity	Number and Percent of Teachers (N=13) Conducting Each Activity	
		#	%
1	Properties of Object; i.e., shape, color, hardness (five senses)*	13	100.0
2	Social Knowledge (i.e., work roles)	8	61.5
3	Grouping and Regrouping (i.e., classification)*	6	46.2**
3	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections) [Subskill of 3]	11	84.6
4	Transitive Relations (i.e., length, height, weight, shades, hardness)	9	69.2
5	Temporal Ordering of Events	11	84.6
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)	11	84.6
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)	12	92.3
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)	8	61.5
9	Expressive Language: Plot Extension (i.e., predictions, cause and effect, conclusions)	7	53.8
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)*	13	100.0
11	Linear Order (i.e., straight lines, counting)	10	76.9
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)	12	92.3
13	Gross Motor Coordination*	13	100.0
14-16	Record of Parental Participation Being Maintained	13	100.0

*These activities are to take place <u>daily</u> in <u>all</u> classrooms.

**Activities for this objective were those that required classification on one criterion and then using the same objects and shifting to a second criterion. The number and percentage would have been higher if classification on a single criterion would have been the standard.

As can be seen in Table 1 above, the following points can be made:

- Grouping and regrouping activities were observed in 46.2% of the classrooms rather than in all of them as called for in the program description.
- All classrooms (100%) carried out activities during the observations related to objectives 1, 10, and 13. These three objectives [1 (properties of objects), 10 (eye-hand coordination), and 13 (gross motor coordination)] were specified in the program description as occurring on a daily basis as the observations verified.
- Of the remaining cognitive and psychomotor activities, objectives 11, 4, 8, 2, and 9 had the lowest percentage of occurrence with 76.9%, 69.2%, 61.5%, 61.5%, and 53.8% respectively.
- An up-to-date record of parental participation/education in the form of wall charts was observed in all thirteen (100%) of the teachers' classrooms.

Language Development

The Chapter 1 Prekindergarten program also has a strong emphasis on increasing language production of preschoolers as well as displaying words/posters throughout the classrooms to generate interest in and recognition of words and concepts. The last three items of the observation instrument dealt specifically with these issues. The items and the observational findings related to each are presented below. Following these findings a short discussion will highlight significant conclusions stemming from a review of each.

Findings Related to Language Items.

1. Are labels posted on objects throughout the classroom?

	Number	Percent
No	0	0.0
Yes	13	100.0

Labels Posted	Frequency
• Chalkboard	13
• Refrigerator	13
• Cupboard	11
• Closet	11
• Blocks	11
• Window	10
• Sink	10
• Doll corner	10
• Door	9
• Bathroom/restroom	9
• Teacher's desk	8
• Sandbox/sand table	8
• Table	8
• Exit/fire exit	8
• Record player	7
• Art center	5
• Water table	5
• Mirror	3
• Chair	3
• Clock	2
• Desk	2
• Book/book corner	2
• Calendar	2
• Colors	2
• Puzzles	2
• Easel/easel board	2
• Magnets/magnet board	2

- The following labels appeared in only one classroom: shelf, mailbox, beans, slide, rocking chair, pine cones, science table, file cabinet, paper towel, hook, construction paper, African Violet Charlie, ironing board, round table, carrot, climber, clay table, manipulative center, science (area), birthday cake, piano, rectangle, square, triangle, circle, biggest, smallest, sand, art area/ cooking area, rice, signs, coconut, chair, teacher's chair, yellow, green, dinosaurs, bus driver, fireman, patterning sheets/ patterning blocks, geoboard, pegboard, uniflex cubes, and writing table.

2. Check if any of the following language related displays are present in this classroom.

Displays Observed	Frequency
• Rules	11
• Calendar/attendance/weather	10
• Lists	10
• Directions on posters (e.g., experiments, how to work tape recorder, etc.)	8
• Experience stories	6
• Colors	6
• Birthday tree/cakes	4
• Community helpers	2
• Shapes	2
• Class schedule	2
• The following displays occurred in only one classroom: Public Service Posters (anti-drugs, anti-child abuse, shot law, etc.), monthly attendance, poems, objectives, parent news, favorite vegetables, big/small, and seasonal displays.	

3. Tally the number of times the following language production/enhancement techniques were employed by the teacher for each 45-minute period.

Tables 2, 3, and 4 below present the data by average, corrected average, and lowest/highest number of times respectively for both 45-minute blocks of time and the total half-day observation period.

TABLE 2. AVERAGE NUMBER OF TIMES TEACHERS EMPLOYED EACH LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	45-Minute Period 1st*	2nd**	3rd**	4th***	Total For Observation
• Questions					
- Open-Ended	11.8	13.0	13.5	8.5	46.8
- Closed-Ended	11.1	19.5	11.5	8.9	51.0
• Restatement of Student Produced Responses					
- Exact Statement	7.1	9.8	10.1	7.1	34.1
- With Extension	9.2	9.3	10.8	5.3	34.6
Total	39.2	51.6	45.9	29.8	166.5

*The Reading is Fundamental (RIF) program interferred in one classroom during this period.
**School-wide assemblies interferred with language observations in one classroom during each period.
***The fourth period was approximately 25 to 30 minutes in length.

TABLE 3. CORRECTED AVERAGE NUMBER OF TIMES* TEACHERS EMPLOYED LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD.

Language Production/ Enhancement Technique	45-Minute Period 1st	2nd*	3rd*	4th**	Total For Observation
Corrected Total	45.2	55.9	52.0	53.6	206.7

*The average number of times were corrected in first, second and third periods by excluding teachers with assemblies and then projecting the results of the remaining teachers. The average number of times was corrected in the fourth period by projecting the number of times to a 45-minute period such that the fourth period was comparable in length to the first three.

TABLE 4. UNCORRECTED LOWEST AND HIGHEST NUMBER OF TIMES A TEACHER EMPLOYED EACH LANGUAGE PRODUCTION/ ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	45-Minute Period								Total For Observation	
	1st*		2nd**		3rd**		4th***			
	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest
• Questions										
- Open-Ended	5	19	2	30	0	40	0	27	17	95
- Closed-Ended	2	24	8	22	0	27	0	23	15	77
• Restatement of Student Produced Responses										
- Exact Statement	1	15	3	20	0	25	0	27	9	65
- With Extension	1	15	1	21	0	25	0	18	9	79
Total	9	73	14	93	0	117	0	95	50	316

*The Reading is Fundamental (RIF) program interferred in one classroom during this period.
**School-wide assemblies interferred with language observations in one classroom during each period.
***The fourth period was approximately 25 to 30 minutes in length.

3. (Continued) Record "pat" phrases that were employed multiple times during a 45-minute period.

"Pat" phrases mentioned a multiple number of times are listed below under positive reinforcers and cues/prompts category headings.

Positive Reinforcers

- You are doing a beautiful job!
- That´s a nice one!
- You are certainly quiet!
- You are working well!
- <Name> You are working so hard.
- <Name> You are doing some good thinking.
- Winners are ...
- We are good thinkers today.
- Those are alright, alright.
- I like the way you are ...
- Very good!
- Good job!
- Nice job!
- You did a good job.
- I like the way that ...
- Excellent!
- Perfect, perfect.
- That´s nice.
- There you go.
- OK
- You all are listening.
- You all are smiling.
- Good, very good!
- A winner.
- A doer.
- Look at those who are raising their hands.
- Look at all those who are following the directions.
- That´s beautiful!
- This looks really nice.
- Correct.
- You are doing a nice job.
- Very nice!
- Good listening.
- Good, good, you are right.
- You are doing so nice.
- That´s very good.

Cues/Prompts

- Good morning, how are you?
- What is this?
- Where does this go?
- Why did you do _____?
- This way?
- Can you ...
- Remember ...
- Look at ...
- How do you feel about yourself?
- How would I cut this orange in 1/2, 1/4?
- Put on your listening ears.
- What season?
- How can you tell?
- What is this?
- Tell us what kind of food is in your picture?

Significant Conclusion Related to the Language Items. A study of the language development data presented above identifies a number of possible major findings. These findings include the following:

- All classrooms (100%) have labels posted on objects throughout the room (approximately 17 per classroom).

- Even though the program supervisor distributed labels for objects to all teachers, there does not appear to be a common set of labeled objects in all rooms beyond the two observed (i.e., refrigerator and chalkboard). If we included any labels in ten or more of the rooms then the common set would include six additional items (i.e., cupboard, closet, blocks, window, sink, and doll corner).

- Language related displays were evident in all classrooms with an average of approximately five per room.

- Teachers employed a variety of language production/enhancement techniques to encourage children to talk more. Some interesting points relative to these techniques included:

  - There appears to be a general increase in the frequency of both question and restatement strategies employed as the class period progresses (see corrected data in Table 3).

  - Closed and open-ended questions are used with approximately the same frequency.

- Restatement with extension accounted for 49.6% and restatement of the exact statement accounted for the remaining 50.4% of all restatements of student produced responses by preschool teachers.

- There was a wide variation between teachers in the frequency with which they employed language production/enhancement techniques (i.e., low total = 50 and high total = 316).

- A review of "pat" phrases indicates that teachers are using positive reinforcement type statements consistent with affective learnings. Their use suggest that teachers reinforce behaviors such as seeking teacher input, displaying self-control, establishing positive peer interactions, initiating activities, working positively to complete tasks, and displaying curiosity/creativity many times per session.

- The repeated words/phrases related to cues/prompts suggest common wording is used to work on cognitive and psychomotor objectives 1-13.

General Observations

There appears to be wide variation in the operation of the daily classroom schedule related to how pupils move from center to center. At some sites there appeared to be a defined pupil rotation system from center to center which gave all preschoolers a chance to experience each center. The schedule of moving from center to center also provides an element of structure to the daily activities as well as allowing equal exposure to the experiences at all centers. While at other sites there seems to be no obvious system of rotation to ensure that children have the opportunity to experience each center.

SUMMARY

The Chapter 1 Prekindergarten program operated in thirteen buildings in fourteen different classrooms. This is the nineteenth year the School District of the City of Saginaw has operated the federally funded Chapter 1 program for "educationally disadvantaged" preschoolers. During the first half of the 1988-89 school year, 488 children were screened and 446 were served. Any student whose raw score was 19 or below on a standardized screening test was able to participate in the program.

The process evaluation activities consisted of an on-site half-day classroom observation at each of the thirteen prekindergarten teacher's rooms. The observation instrument focused on cognitive, psychomotor, parent participation/education, language development, and scheduling activities in the classrooms.

The observations of the classroom revealed the following: 1) activities to meet the objectives which are supposed to occur daily were taking place in all classrooms except for grouping and regrouping (objective 3); 2) a record of parent participation was being maintained in all thirteen of the classroom sites; 3) labels were posted on objects throughout the classrooms to assist in word recognition; 4) language related displays (lists, recipes, experience stories, etc.) were readily apparent in each of the classrooms; 5) teachers were employing language production/enhancement techniques but with wide variation in frequency by site; 6) a review of "pat" phrases used by teachers revealed that affective as well as cognitive and psychomotor activities were taking place using such phrases; and 7) a wide variation in methods used to schedule center to center free play was observed.

Overall, the program is operating as planned, however, there are some areas that can be improved. Therefore, the following section presents recommendations which will help refine Saginaw's prekindergarten program.

RECOMMENDATIONS

Based upon the results of the on-site classroom observations and a review of the Chapter 1 proposal, the following recommendations are suggested to improve the operation of the prekindergarten program in the future.

- Activities to meet objective 3 (grouping and regrouping) were observed in 46.2% of the classrooms. If this objective is to involve only grouping (classification by a single criterion) then the objective should be renamed and this adjustment made clear in the program proposal.
- Remind teachers to use all the labels they have been given to name objects in their rooms so there will be more consistency between sites.
- Develop with input from teachers a common set of objects to label in each room to insure consistency between sites.
- Based on the large differences between teachers in using language production/enhancement techniques with children, an expectation of the frequency needs to be communicated to staff.
- The frequency of closed- to open-ended questions (approximately 50/50) is excellent. A review and extension on how to better phrase open-ended questions to better foster expressive language seems warranted.
- Because of the frequent turnover of staff, possible expansion of the program in the future, and the increasing sophistication of the preschool program, a training manual and/or video needs to be developed that spells out common daily preschool practices and procedures.

APPENDICES

APPENDIX A

PREKINDERGARTEN PARTICIPANTS BY BUILDING AS OF JANUARY 30, 1989.

Elementary Building	Number of Participants
E. Baillie	27
Coulter	20
Emerson	40
Nelle Haley	35
Heavenrich	37
Houghton	40
Jones	38
Longfellow	40
Jessie Loomis	40
Morley	20
Jessie Rouse	40
Salina	22
Webber Ele.	47
TOTAL	446

APPENDIX B

CHAPTER 1 PREKINDERGARTEN ACTIVITY OBSERVATION CHECKLIST 1988-89.

Teacher's Name _____ Observer's Name _____

Aide's Name _____ Date _____

School _____ Length of Observation _____

Number of Preschoolers _____ Number of Parents _____

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period Example
1	Properties of Object; i.e., shape, color, hardness (five senses)**		
2	Social Knowledge (i.e., work roles)		
3	Grouping and Regrouping (i.e., classification)**		
3 (Sub-Skill)	One-to-One Comparison (i.e., matching, pouring, getting coates, rearranging collections)		
4	Transitive Relations (i.e., length height, weight, shades, hardness)		
5	Temporal Ordering of Events		
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)		

*Refer to ECIA Chapter 1 Preschool Examples of Preschool Activities Sheet for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

APPENDIX B

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)		
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)		
9	Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions)		
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)**		
11	Linear Order (i.e., straight lines, counting)		
12	Copying Specific Shapes (i.e., cutting, pantomine, drawing)		
13	Gross Motor Coordination**		
14-16	Record of Parental Participation Being Maintained		

*Refer to ECIA Chapter 1 Preschool Examples of activities for a detailed explanation of the types of activities.

APPENDIX B

1. Are labels posted on objects throughout the classroom?

____ No

____ Yes If yes, please list. _____

_____

_____

_____

_____

_____

_____

_____

2. Check if any of the following language related displays are present in this classroom.

____ Recipes

____ Calendar/Attendance/Weather

____ Experience Stories

____ Directions on posters (e.g., experiments, how to work tape recorder, etc.)

____ Lists

____ Rules

____ Other (please specify) _____

____ Other (please specify) _____

____ Other (please specify) _____

____ Other (please specify) _____

____ Other (please specify) _____

____ Other (please specify) _____

3. Tally the number of times the following language production techniques were employed by the teacher for each 45-minute period. Record "pat" phrases that were used multiple times and major learning activities during each period.

   A. First 45 minutes:

      Questions -

      Open-ended (thought provoking): _____

      _____

      _____

      Closed-ended (right answer): _____

      _____

      _____

      Restatements of student produced responses -

      Exact statement: _____

      _____

      _____

      With extension: _____

      _____

      _____

      "Pat" phrases: _____

      _____

      _____

      _____

      _____

      _____

      Major learning activities: _____

      _____

      _____

      _____

      _____

      _____

B. Second 45 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

Closed-ended (right answer): _____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

With extension: _____

_____

_____

"Pat" phrases: _____

_____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

C. Third 45 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

Closed-ended (right answer): _____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

With extension: _____

_____

_____

"Pat" phrases: _____

_____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX B

D. Fourth 45 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

Closed-ended (right answer): _____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

With extension: _____

_____

_____

"Pat" phrases: _____

_____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX B

(Key for Classroom Activity Observation Checklist)

ECIA CHAPTER 1 — PRESCHOOL

Example of Preschool Activities According to Product and Process Objectives

Type of Activity	Activity Examples	
Objective 1 - Physical Knowledge: Properties of and Appropriate Behavior for Exploring Properties of an Object (Shape, color, hardness--using the five senses. Changing shades, measuring weighing.)	-Making apple sauce, soups, cookies, etc. -Smelling and handling Fruits and vegetables -Sawing wood -Tinkertoys -Sand paper activities -Feeling activities -Snacks--(mixtures) -Snow experiments -Bubble blowing -Straw painting -Furry and other textured toys -Fast and slow inclined plane	-Paper mache -Growing plants from seeds -Cutting -Freezing -Heating -Rolling -Twisting -Frosting -Jello -Butter -Cakes -Paint mixing -Sinking and floating -Color macaroni -Play dough
Objective 2 - Social Knowledge: (World of work and roles of workers)	-Books -Field trips -Films -Visitors -Role-playing -Helpers in the room	-Community workers -School workers -Visiting patrolmen -Postman
Objective 3 - One Criterion Classification: Shifting to a Second Criterion Among an Array of Objects (grouping shifting from one criterion to another).	-Color--blocks -Shape -Size -Texture -Tone -Utility -Smell -Taste -Calendar	-Sorting -Attendance--number of girls -Attendance--number of boys -Putting toys away -Doll house -Doll dishes
Sub Skill for Objective 3 - Conservation of Number by One-to-One Comparison (gross comparison between collections; comparisons by one-to-one correspondence)	-Collections--rearrangement of -Lunch activities -Setting table -Matching -Calendar -Passing anything -Weather	-Getting coats -Right boot -Pouring activities

APPENDIX B

(ECIA CHAPTER 1--PRESCHOOL Cont.)

Type of Activity	Activity Examples
Objective 4 - Seriation: Relations Among Transitive Relationships (seriation--comparing and arranging things according to a given dimension by transitive relations)	-Length -Height -Weight -Shades of color -Hardness -Softness -Cuisenaire rods -Block tower building -Texture activities
Objective 5 - Temporal Ordering: of Three or Four Events (Structuring Time)	-Show and tell -Story--book -Role-playing -Science experiments -Calendar -Preparation art, lunch, cleanup home bound -Growth stages -Finger plays -Farmer in the Dell -Audio-visual materials
Objective 6 - Expressive Language: Labeling	-Naming pictures in storybook -Naming items in catalogues -Naming objects in house -Naming items in classroom
Objective 7 - Expressive Language: MLU (Mean Length of Utterance)	-Retelling a story -Expounding child's sentence (i.e., apple--eat apple--I eat apple--I eat an apple
Objective 8 - Expressive Language: Semantics	-Flannel board stories -Language stories -Emphasizing specific -Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors
Objective 9 - Expressive Language: Plot Extension	-Completing unfinished sentence -Adding endings to stories -Drawing inferences

APPENDIX B

(ECIA CHAPTER 1--PRESCHOOL Cont.)

Type of Activity	Activity Examples	
Objective 10 - Fine Motor Activities: Eye-Hand Coordination (use of classroom tools and materials--cutting, pasting, tearing)	-Ark work -Writing on the board -Finger painting -Folding -Stirring pudding -Pegboards -Pouring -Geoboards -Puzzles -Cuisenaire rods -Sorting beads and buttons -TRY -Building blocks	-Lacing -Weaving -Chalkboards -Flannel boards -Clay -Sand box -Water play -Spreading peanut butter -Coats--button and zippers -Clean up time -Finger plays -Using musical instruments
Objective 11 - Topological Relationships Concerning Linear Order (Structure of Space)	-Games--straight line -Role-playing -Manipulation of Object (rods, blocks, toys) -Poetry -Prose	-Counting days till _____ -Finger plays -Bear hunt -AAA -Ten Little Indians
Objective 12 - Copying of Specific Shapes	-Line drawings -Sand drawing -Paper cutting -Cookie cutting with clay -"Simon Says" -Tracing -Rubbing	-Pegboards -Geoboards -TRY -Writing chalkboard -Directed copying activity -Pantomine -Exercises
Objective 13 - Gross Motor Coordination: (large body movements, climbing, walking, rolling)	-Rhythms -Dancing -Jungle gym -Free play activities -Balance beam -Mats--tumbling -Play all equipment -Jumping jiminy -Jump roles--forming circles with activities -Jumping Jacks -Duck Duck Goose -Squirrel in tree	-Johnny works with one hammer -Bear hunt -Acting out Mother Goose rhyme -Rhythm Estamae -Dodge ball -Balls and skateboard -Play house -Roller skates -Snowman activities -Up the steps